

THE FEASIBILITY OF A MERGER OF THE  
SERVICE SCHOOLS FOR CHAPLAINS

A STUDY OF SOME ASPECTS OF THE PROBLEM

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FORT HAMILTON, NEW YORK



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## CHAPTER I

Clergymen are fully trained, ordained and certified by the denomination and/or church which they represent prior to entering on active duty as chaplains in the three branches of the Armed Forces which currently commission clergymen as chaplains. The United States Coast Guard and the United States Marine Corps both receive their chaplain services from chaplains of the United States Navy who are assigned to the various Marine Corps and Coast Guard activities as needed. The purpose statements of the chaplain schools emphasize the fact that clergymen come into the military service already trained and that the training provided in the chaplain schools of the Army, Navy and Air Force is designed to provide the clergyman with those tools he needs to work effectively in a specialized segment of society. The Navy phrases the purpose of their basic course thus: "The Chaplains School seeks to provide newly commissioned chaplains with basic orientation and training which will enable them to offer effective, relevant, and contemporary ministry within the context of the Naval Establishment."<sup>1</sup> The Army Chaplain School phrases their purpose in this way: "To prepare newly commissioned chaplains

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<sup>1</sup>U.S., Department of the Navy, NAVTRA 35002, Curriculum for Naval Chaplains School, Basic Course, Naval Technical Training Command (April 1972), p. vii.

of all components for their first duty assignment and to provide basic training and orientation for Staff Specialists."<sup>2</sup> The mission of the Air Force Chaplain School is "to introduce chaplains to the United States Air Force and facilitate their transition from civilian status; to assist them in learning to apply their professional skills in Air Force environments."<sup>3</sup>

While there is a significant difference in the number of hours involved in the basic courses at the three service schools for chaplains, the large majority of the hours in each case are devoted to courses which are designed to indoctrinate the new chaplain into the customs, traditions, and organization of his respective branch. Of the 200 hours in the Air Force basic curriculum, only 57 hours are general in nature, while the remaining 143 hours are devoted to topics which are designed to indoctrinate the new chaplain to the Air Force. The Navy curriculum for its basic course contains 280 hours, of which 75 hours, devoted to interpersonal skills, are general in nature. The 396 hours contained in the curriculum at the Army Chaplain School has 101 hours which are general in nature. On the basis of the basic course for chaplains entering active duty, it would seem that there are sufficient differences to indicate the necessity of three service schools for this purpose. Even if the schools were merged, because of the

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<sup>2</sup>U.S., Department of the Army, United States Army Chaplain School, Program of Instruction for Chaplain Officer Basic Course and Chaplain Officer Mobilization Basic Course (August 1972), p. 1.

<sup>3</sup>U.S., Department of the Air Force, Air University Catalog 1972-73 (August 1972), p. 71.

peculiarities of the three services, much of the training would have to be geared to that service in which the chaplain had been commissioned. The only major saving would be in support services such as library facilities, audio-visual/television and the production of printed curriculum material. All three service schools, in addition to the basic course, however, have courses for senior chaplains who have been on active duty for a period of several years. Both the Army and Navy schools have an advanced course in excess of thirty weeks' duration. The Air Force school has two advanced courses, each of three weeks' duration. These courses will be discussed in the following chapter.

## CHAPTER II

A careful analysis of the advanced courses at the Naval Chaplains School, which is 39 weeks in length, and the Chaplain Officer Advanced Course at the United States Army Chaplain Center and School, which is 36 weeks in length, shows a marked similarity in the material covered in the course of instruction. The Air Force Chaplain School has a radically different system for the training of their career chaplains. The Advanced Chaplain Course is taught twice a year and is of three weeks' duration and is primarily designed for senior captains and majors. Another three-week course, entitled the Senior Chaplain Course, is taught three times per year. This course is designed primarily for senior majors and lieutenant colonels. The input of chaplains attending the courses at the Air Force School is approximately 21 students per session. The radically different educational program of the Air Force Chaplain School makes it somewhat difficult to compare with the advanced courses at the other two service schools. When the course of instruction for the two courses at the chaplain school is combined and treated as one however, some of the same patterns emerge and make it possible for a comparison of the courses taught at the three schools to be made.<sup>4</sup> For the purposes of this study, all hours in the curriculum for devotions, study and

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<sup>4</sup>See Appendix A.

preparation for examinations, and administrative matters, such as inprocessing, outprocessing, and graduation, have been eliminated. The program of instruction of all three schools with the course description was reviewed in an attempt to make a determination whether the material contained in that bloc of instruction was of such a nature as to be germane only to the branch of service represented by that school or whether it was oriented toward a common skill which would be generally useable for any clergyman serving in the Armed Forces as a chaplain. In those few cases where there was any doubt, the benefit of the doubt was given to the classification of being branch material rather than common. Areas such as customs and traditions of the service, preparation of reports, the use of military forms and correspondence, etc. were invariably assigned the classification of being branch material. Management studies, human relations, contemporary theology, homiletics, pastoral counseling, etc. were deemed to be general skills which did not have a peculiar application because of service in the Army, Navy or Air Force. Analysis of the programs of instruction revealed that at the Air Force Chaplain School 19 courses were considered to be common,<sup>5</sup> for a total of 113 hours of instruction, and 17 courses were considered to be branch material, for a total of 53 hours of instruction. At the Naval Chaplains School 25 courses were considered to be common,<sup>6</sup>

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<sup>5</sup>Air University Catalog, pp. 73-75.

<sup>6</sup>U.S., Department of the Navy, NAVTRA 35003, Curriculum for Naval Chaplains School, Advanced Course, Naval Technical Training Command (April 1972).



for a total of 680 hours, while 8 courses were considered to be branch material, for a total of 169 hours. At the Army Chaplain School 28 courses were considered to be common,<sup>7</sup> for a total of 680 hours, while 27 courses were considered branch material, for a total of 387 hours.<sup>8</sup> It would appear from these figures that there is sufficient overlap that a merger of the three schools would generate savings of a significant nature brought about by a reduction of the duplication of material being taught. Undoubtedly some negotiation would have to take place concerning methodology and which topics are most relevant to the preparation of chaplains for future service within their respective branches, but this would be a matter of academic decision rather than dictated by the specific needs of the three branches of service.

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<sup>7</sup>U.S., Department of the Army, United States Army Chaplain School, Program of Instruction for Chaplain Officer Advanced Course (June 1972).

<sup>8</sup>Long Island University courses taught as part of the core program of the Army Chaplain School were not considered. If they were included, another 120 hours of common course material would be added.

### CHAPTER III

It has been impossible and not within the scope of this study to analyze carefully the budgets of the three service schools nor to analyze the manning authorizations. It should be recognized, however, that any detailed study of a merger of the three schools would necessitate careful analysis of both areas. This could be accomplished only with the authorization of the Chiefs of Chaplains of the three services involved. Some deductions concerning cost savings can be made, however, in certain areas without a detailed examination of the budgets. A merger would eliminate the necessity of three libraries. Also eliminated would be the duplication in audio-visual material and equipment. While the writer is unaware of how much television is being used at the Air Force School, both the Army and Navy schools are apparently making rather a large investment in this area, and a merger of the schools would prevent further duplication of this equipment. Reproduction equipment, used in the production of curriculum materials, is another area in which cost reduction would be achieved by a merger. Insofar as subjects of general concern are being taught simultaneously at all three schools, a reduction in the number of chaplains assigned to the three schools could be realized. While the number of students in attendance would be larger than presently at any one school, it would seem

unlikely, because of the small enrollments at the Navy and Air Force schools, that there would be more than 150 students in an advanced course and even a smaller number at the basic courses. Courses which are common in nature could be taught by chaplains qualified, regardless of their branch of service, and only those courses which are peculiar to the separate branches need to be taught by chaplains of that branch. A close reading of the program of instruction at the Naval School indicates that numerous contracts are being written with civilian agencies to provide instruction in many of the same areas that contracts are presently being negotiated for civilian instruction at the Army Chaplain School. Especially notable are the courses taught in both schools in theological studies and programs conducted in interpersonal relationships by contract with such organizations as the National Training Laboratory, resulting in a duplication of contractual services being provided for both schools. The maintenance of three separate facilities to house the schools, while admittedly an assumption, is probably more expensive than would be the maintenance of one facility serving a merged school.

#### CHAPTER IV

One of the difficulties in preparing this research paper on the feasibility of merging the three service schools for chaplains has been the inability to obtain copies of a study that was completed in 1972 on this topic. Six chaplains representing three services prepared a study on the feasibility of merging the schools for the Honorable Roger Kelly, then Assistant Secretary of Defense for Manpower and Reserve Affairs. Repeated attempts to obtain copies of this study have been fruitless, but as a result of conversations with several persons who have read the study, the writer has deduced that the study exists in two reports--a majority report, which recommends that a merger would result in monetary savings to the Armed Forces, and a minority report, which asserts that savings would be minimal and the type of training provided can best be done on a separate basis. When the Committee of the Congress handling the Defense Appropriations Bill of 1974 reported the Bill, which is H.R. 11575, to the floor of the House, it contained a directive to the Department of Defense to merge the three service schools for chaplains. The report was not read into the Congressional Record for 26 November 1973, the day the Bill was reported out of Committee, and House Report 93-662, which would contain the wording of that directive, is not yet available in the New York Public Library,

which is the library of record in this area. It can be deduced, however, from Senate Report 93-617 that such a directive was included in the House Report. The Senate Report recommends the continuation of separate schools and refers to the fact that it is mindful of the completed study of the Department of Defense on the subject of merger.<sup>9</sup> In the Congressional Record of 19 December 1973 the Report of the Committee of Conference on H.R. 11575 addresses the difference of opinion on the merger of the schools between the House and the Senate and states, "The House receded with respect to the consolidation of chaplain schools."<sup>10</sup> It appears, however, that as part of the bargaining that took place between the House and Senate managers concerning the merger of the service schools for chaplains that another study was agreed to, for the Report of the Committee of Conference includes a statement that "the House will request the General Accounting Office to conduct a review and study on the feasibility and cost of consolidating the individual service Chaplain schools."<sup>11</sup> It would appear, on the basis of the forthcoming study directed by Congress, that the question of the feasibility of the merger of the schools is still very much alive.

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<sup>9</sup>U.S., Congress, Senate, S. Rept. 93-617 to Accompany H.R. 11575, 93d Cong., 1st sess., 1973, p. 67.

<sup>10</sup>U.S., Congress, House, Joint Explanatory Statement of the Committee of Conference, 93d Cong., 1st sess., Congressional Record 19 December 1973, p. H11677.

<sup>11</sup>Ibid.

## APPENDIX A

### CHAPLAIN OFFICER ADVANCED COURSE

#### UNITED STATES ARMY CHAPLAIN CENTER AND SCHOOL

<u>Course Title</u>	<u>H O U R S</u>	
	<u>Common</u>	<u>Material</u>
Human Relations Laboratory	40	
Group Process Plan	30	
Counseling Clinic	54	
Newer Religions	6	
Current Theories and Techniques of Pastoral Counseling	6	
Marriage and Family Counseling	30	
Drugs/Alcohol	12	
Preventive Pastoral Counseling	12	
Promoting Racial Harmony	15	
Creative Worship	15	
Post/Installation Religious Education Program	25	
Ministry to Conscientious Objectors	4	
Ministry to Soldiers in Confinement	10	
Religious Retreats	30	
Black/Minority in the Church and in Theology Workshop	30	
Clinical Practicum	40	
Organizational Concepts	30	
Effective Writing	9	
Problem Solving/Staff Study		10
Prepare and Dispatch Communications		6
Resolve Conflict	2	
Records Management		2
Evaluation of Personnel		16
Oral Communication/Preaching	78	
Mission Organization and Functions Manual		20
TAADS		16
Personnel Assignments		18
Automatic Data Processing		6
Facilities Management		14
Financial Management		54
Review and Analysis		30
Preparation for LOGEX		16
LOGEX		60
LOGEX Critique		2

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ARMY CHAPLAIN SCHOOL (continued)

<u>Course Title</u>	<u>H O U R S</u>	
	<u>Common</u>	<u>Material</u>
Homiletics Workshop	40	
Contemporary Professional Reading	3	
Techniques of Research	9	
Human Self-Development		6
Moral Leadership and Responsibility	10	
Army Organization		12
Map Reading		3
Command and Staff Relationships, Responsibility, Procedures and Organization		12
Plans and Orders		8
Type Missions and Operations		15
Division Area Religious Coverage		21
Unconventional Warfare		3
Coverage for Casualties		8
Civil Disturbances		4
Civil Affairs		4
Post/Installation Religious Coverage		15
Rules of Land Warfare		6
Military Justice	10	
Studies in World Religions	30	
Religion and Cultures	40	
Theological Elective Studies	60	
Total Common	28	680
Total Service Material	27	387



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ADVANCED COURSE

NAVAL CHAPLAINS SCHOOL

<u>Course Title</u>	<u>H O U R S</u>	
	<u>Common</u>	<u>Material</u>
Introduction to Management	26	
Styles of Management	24	
Interpersonal Relations	21	
Self-Awareness	40	
Ministry as Vocation	20	
Human Interaction	25	
Action Research Training -		
Community Survey	55	
Institutional Change	15	
Staff Study		1
Action Research Training -		
The Young Adult	56	
Social Systems	15	
Society's Response to Human Needs	25	
Current Trends in Theology	50	
Contemporary Ecclesiastical Affairs	25	
Liturgical Celebration	50	
Group Education Process	15	
Lay Ministry	56	
Oral Communications	23	
Aesthetics Seminar	5	
Homiletics	15	
Religious Education	23	
Pastoral Counseling	23	
Contemporary Ministries	10	
Organizational Analysis	20	
Military Chaplains		20
Department of Defense		28
Bureau of Naval Personnel		46
Special BUPERS Programs		28
Situational Analysis	18	
Analytical Skills		13
Supervisory Skills	25	
The Senior/Staff Chaplain		20
Design for Ministry		13
Total Common	25	680
Total Service Material	8	169



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ADVANCED CHAPLAIN COURSE  
AIR FORCE CHAPLAIN SCHOOL

<u>Course Title</u>	<u>H O U R S</u>	
	<u>Common</u>	<u>Material</u>
Commander-Chaplain Relationships		1
Ministry to Families of Separated Families	3	
Chaplain Policies and the Chaplain Program		1
The Chaplain and Public Relations	3	
Chaplain as a Manager	4	
Nonappropriated Welfare Funds		1
Nonappropriated Chaplain Funds		1
Annual Financial Plan		4
Chaplain Supply		1
Chapel Facilities		1
Military Construction Program		3
Chaplain Services Personnel		3
Effectiveness and Performance Reports		5
The Use of Groups and Conference		
Leadership	5	
USAF Chaplain Board		4
Installation Chaplain Activities		4
Communication Skills	5	
Problem Studies Seminar	6	
Drug Abuse Program	6	
Cross-Cultural Understanding	1	
Psychological Aspects of Human Development	3	
Crisis/Rehabilitation Ministries	6	
Domestic Action	2	
Conscientious Objection		2
Race Relations	3	
 Total Common	 12	 43
Total Service Material	13	31

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SENIOR CHAPLAIN COURSE  
AIR FORCE CHAPLAIN SCHOOL

<u>Course Title</u>	<u>H O U R S</u>	
	<u>Common</u>	<u>Material</u>
Communications - Human Relations	24	
Professional Identity and Pastoral Relationships	12	
Psychological/Moral Aspects of Human Development	6	
Management Applies to the Chaplain	6	
HQ USAF Pastoral Functions		4
Programs and Emphases		6
Army/Navy Chaplain Programs		6
Senior Base Pastor	6	
The Base Chaplain and Social Actions	8	
USAF IG and Major Command Chaplain/Base Chaplain Relations		6
Public Relations	8	
Total Common	70	
Total Service Material	4	22